

Behaviour for Learning Policy

Policy Owner	Director of Quality Assurance
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This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Lynn Grove Academy are set out in Appendix One of this overarching policy.

Principles and Purpose

To achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils can achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unhelpful behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.



This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (September 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_September_2023.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- *Keeping Children Safe in Education 2024*:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2024_-_statutory_guidance_for_schools_and_colleges.pdf

The academy seeks to achieve good behaviour and discipline by:

- promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect between pupils and their peers, and staff and pupils
- ensuring that staff and pupils feel secure, safe, valued and treated with dignity, respect, kindness and understanding
- ensuring that adults model the behaviours they wish to see, recognising that adult behaviours affected pupils' responses and behaviours
- maintaining high expectations for all, understanding that some pupils may need additional support and reasonable adjustments to meet expectations
- getting to know pupils well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- recognising that positive reinforcement is more likely to change behaviour than sanctions
- ensuring that both helpful and unhelpful behaviour is responded to in as consistent and fair way as is possible, given that the need to provide reasonable adjustments for pupils who have SEND, for example, will sometimes mean that equity takes priority over consistency
- ensuring clear expectations about how pupils should behave, and how they can expect staff to respond when those behaviours are, or are not, demonstrated
- ensuring that pupils understand how they can behave in the ways that are expected, why this is important, and the possible consequences of unhelpful behaviour, through the delivery of a 'behaviour curriculum'
- encouraging dialogue between pupils and staff after incidents of unhelpful behaviour, to reset relationships and discuss how best to avoid a repetition of such incidents
- promoting early intervention, where possible, before patterns of behaviour on the part of a pupil become embedded, and providing appropriate support for the pupil upon reintegration from school after a suspension



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- staff development and support through CPD and INSET days (including behaviour management as part of the new teacher induction programme)
- working in positive partnership with parents and other agencies to support pupils who struggle to manage their behaviour
- informing parents of the behaviour policy and expecting their support in upholding the school's expectations.

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas. Each CET academy will develop a 'behaviour curriculum' that sets out expectations around conduct and routines, why these are important, and how pupils can meet them.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Where a pupil's behaviour is unacceptable, but is neither extreme nor dangerous, the staff member will provide a brief and, where possible, positively framed explanation about how that behaviour needs to change so that the pupil is clear about what is expected. The staff member will also give a reasonable amount of time for the pupil to adjust their behaviour before issuing another warning or applying a sanction in line with the school's policy.

It is not always possible, desirable or necessary for the staff member to discuss the reasons for the application of a sanction at the point that it is issued. However, when the pupil discusses their behaviour with a member of staff subsequently, the reason for the sanction being issued should always be made clear in ways that make it easy for the pupil to understand. The pupil should be given the opportunity to explain, in a polite, calm and respectful manner, what happened and why, and any difficulties they may be having that staff might be unaware of. Discussions should focus upon how the pupil can do things differently in the future, any difficulties that they anticipate, and any support that might help to minimise these.

Behaviour Expectations

Staff who work in the Trust's academies will model the kind of behaviours that they wish pupils themselves to demonstrate. Staff will, therefore, engage with pupils in a polite, calm and respectful manner and will do their best to 'de-escalate' situations when a pupil's behaviour is unacceptable. Staff should always consider whether, and how, the behaviour that is presenting is directly linked to a pupil's SEND. Staff will listen, at an appropriate time, to what a pupil wants to say, provided it is said respectfully, about an incident that has been responded to, and/or a sanction that has been given. Staff will seek to understand any underlying issues or contextual challenges that may help to explain a pupil's poor behaviour, even if these do not excuse that behaviour. They will share that information, as appropriate, with other adults so that the most appropriate actions can be taken to support the pupil to manage their behaviour better.

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. This will sometimes mean that a pupil with SEND receives a different sanction or intervention, than a pupil without SEND. Equity acknowledges the need to treat people differently, dependent on need, to ensure equality. These decisions will be made by trained and qualified staff.

Patterns of challenging behaviour will be flagged to the SENCO for investigation, including when a pupil has not previously been identified as having SEND.

Consistency

The academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability
- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community.

Promoting Positive Relationships

Research demonstrates that good relationships are a significant factor in promoting positive behaviour. Staff may take the following kinds of actions, as appropriate to the specific circumstances, to develop good relationships:

- Greeting by name and knowing pupils as individuals
- Offering comfort in distress
- Finding positive qualities and strengths in every pupil
- Giving pupils regular, positive feedback that is specific, merited and genuine
- Showing belief, trust and support to meet high expectations
- Avoiding discussing a pupil's difficulties or pattern of behaviour in front of them (unless part of a supportive intervention)
- Showing acceptance of the pupil but not their specific behaviour at any given moment in time
- Model and focus on what should be done as opposed to what shouldn't

- Not 'labelling' pupils as naughty, difficult or challenging
- Giving choices which give the pupil some agency and promote self-efficacy
- Trusting pupils by giving them opportunities
- Never making unfavourable comparisons or 'put downs'
- Doing everything possible to avoid sanctions that are about removal or exclusion
- Using removal or exclusion when they are appropriate
- Welcoming pupils back when they have been absent.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Staff will focus on effort rather than simply achievement, to recognise those who are trying hard. Staff will make it clear to pupils what behaviours are being looked for. They will ensure that praise has context and meaning. Staff will make positive phone calls home, or send notes, emails or postcards, as appropriate.

Staff will not use rewards or recognition as a 'bribe' for a pupil to carry out a specific action. They will not use recognition to make a negative example of another learner; nor will they give recognition/rewards as a token gesture. Staff will not take away recognition/rewards because of unhelpful behaviour.

Positive recognition can include:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Support will be offered, wherever possible, to help individual pupils to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the pupil and parents/carers to review the support package in place for the pupil. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Restorative justice conversations

- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- Small group interventions
- Referrals to the SEND team
- Attendance interventions

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals. The purpose of this meeting will be to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward. This meeting will also serve as the formal reintegration meeting that welcomes the pupil back to the school community.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity

- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All sanctions must be consistent, reasonable, proportionate and in accordance with 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff can impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for unhelpful behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions can include:

- Warnings - oral and written
- Communication home
- Lunchtime detention (with provision for the pupil to eat and go to the toilet)
- After school detention
- On report
- Community service
- Internal exclusion
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

Detentions

A detention is a commonly used sanction, often used as a deterrent against future unhelpful behaviour. The Behaviour for Learning Policy

headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Lynn Grove Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day, or during the day before it is to take place. When setting detentions, teachers will always take into consideration whether a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school-related issues. Parental consent is not required for detentions to take place.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision.

Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Where a pupil is removed from a lesson because they have not changed their behaviour despite repeated guidance, or because of an incident of extreme or dangerous behaviour, a member of the pastoral team will have a brief discussion with the pupil to establish whether it is likely that they can return to that lesson, or to the following lesson, without further incident, or whether they will need to spend some time being educated in an alternative venue within school, or be subject to a suspension from school. The aim, whenever possible, is to minimise the pupil's loss of lesson learning.

The removal of a pupil from a lesson is regarded as a serious matter. Parents/carers will be advised of this, and the reasons for it, on the same day. Refusal to attend the removal room may result in a suspension. School leaders may invite parents to a meeting to discuss how their child can be best supported to remain in the classroom once they have completed their time in internal exclusion.

Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal for, and the process for reintegrating the pupil back into lessons. The academy will seek to limit the amount of lesson-based learning missed by pupils who are removed from the classroom so that it is no more than is considered necessary to enable the pupil to return to lessons calmly.

Removal from lessons for a short period of time is not a sanction and can be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

b) to enable disruptive pupils to be taken to a place where education/individualised support can be continued in a managed environment; and

c) to allow the pupil to regain calm in a safe space before resuming learning within their normal lessons.

Internal Exclusion

Typically, pupils who continue to engage in persistent disruptive behaviour, and who, in the professional judgement of staff, cannot be quickly reintegrated into their normal lessons, will be provided with a more appropriate learning environment – which could be the removal room, or an additional venue - within school rather than be externally suspended. This is to minimise lost learning and ensure that pupils are on site, supervised and safeguarded.

Where leaders instead make use of the sanction of external suspension for persistent disruptive behaviour, the suspension letter that parents receive will make clear the rationale for this, and the support that has previously been provided to the pupil to help them to manage their behaviour more appropriately.

Staff must allow a reasonable time for pupils who have been removed from lessons to eat, drink and go to the toilet. The venue used will be suitable for learning. Resources provided for learning will, as far as possible, help the pupil to learn about what their peers are learning about in the lesson/s that are being missed.

Suspensions

The academy's leaders will follow the separate Suspensions and Exclusions Policy before taking the decision to exclude a pupil. The decision to suspend is taken very seriously and is only considered where there has been a serious/repeated breach of the behaviour policy, all reasonable alternative sanctions/strategies have been attempted and the behaviour is seriously detrimental to the education/welfare/health and safety of the pupil and/or other members of the school community.

Before any consideration of suspension, leaders will consider any SEND needs and whether these have impacted on the pupil's behaviour, making any necessary reasonable adjustments. The SENCO or members of the SEND team will consider specific strategies relating to SEND and support pupils to regulate their emotions where needed.

Pupils will be set work to complete during the suspension. A pupil who is reintegrated without having completed this work may be educated outside of their normal lessons for up to one day other than in exceptional circumstances, to complete the work upon return from suspension, as a supportive measure to ensure that the pupil catches up and can access their learning when they return to their normal lessons.

Use of mobile phones

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets Behaviour for Learning Policy



out the academy's approach to mobile phones.

Visiting the toilet during lessons

Pupils are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a pupil to visit the toilet during lesson times, the pupil may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The pupil will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of pupils to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

Use of social media

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- where damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to Kirsty Gardiner (Designated Safeguarding Lead) and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be put in place.

Drugs

The Trust operates a robust approach on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued

by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: *Searching, screening and confiscation – advice for headteachers, staff and governing bodies*. The Trust recognises that a teacher has the right to search without consent for ‘prohibited items’ (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are: High Sugar, High energy drinks

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the

member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before being questioned about an offence², or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the statutory guidance - [PACE Code C 2019](#).

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.



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classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

Roles and Responsibilities

Parents/Carers

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).



Staff

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

Governors/Trustees

Governors/Trustees establish this policy for the promotion of good behaviour, and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteachers/Principals

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.



APPENDIX ONE

At Lynn Grove Academy our Behaviour for Learning policy underpins and supports our ethos. We have worked collaboratively to articulate an ethos which represents our sense of strong community and how we empower our pupils to become highly effective young adults.

We define our ethos as follows:

We are a community. We are Lynn Grove.

- We are kind to each other and ourselves
- We put learning at the heart
- We embrace challenge
- We persevere

What does good behaviour look like?

Below are our expectations of positive conduct around the school and within our community. The expectations describe behaviours to support a positive and caring community environment. We acknowledge that on occasions pupils will need to be reminded of expectations.

Corridors	<ul style="list-style-type: none">• Always walk safely and be aware of others around you.• Keep the corridors clean - no eating or drinking.• Use appropriate language and tone of voice (normal speaking).
Dining room	<ul style="list-style-type: none">• Join the queue at the end of the queue, remain in line, and wait patiently.• Say please and thank you to service staff.• Use appropriate language and tone of voice (normal speaking voice).• Throw away all rubbish after you have eaten
Toilets	<ul style="list-style-type: none">• Leave the toilets after using the facilities• Respect others' privacy.• Help maintain a clean and graffiti free environment.
Litter	<ul style="list-style-type: none">• Use the litter bins• Encourage others to avoid littering• Follow instructions if asked to pick up litter
Before/After school	<ul style="list-style-type: none">• The upper floors of the school should not be accessed before 0830• Mobile phones must be put away at 0830• Move swiftly to lessons when the bell sounds and arrive before the late bell• At the end of the school day leave the school site promptly unless you are involved in an intervention session, extracurricular activity or have a restorative standards meeting• When travelling by bike to school, for safety reasons, push your bike whilst on school grounds.• When travelling on the bus, respect others' space and belongings, use appropriate language and voice level (normal voice), and listen and respond politely to the bus driver's instructions.



What are good learning behaviours?

At Lynn Grove we have identified and articulated what we believe are the behaviours that support and foster good learning. The Lynn Grove learning behaviours are:

- Responding to feedback: where a pupil acts on and responds to verbal or written feedback from their teachers
- Being a lead learner: where a pupil is proactive in volunteering to contribute to lessons, share ideas or work of help others with their learning
- Being a reflective learner: where a pupil asks for support or clarity when struggling to access a task or requests their work is checked to identify areas for improvement
- Embracing challenge: when a pupil engages in sustained independent practice or improves their engagement with independent practice or engages with the most challenges aspects of a task/lesson
- Thinking deeply: where pupils actively engage with how their learning fits into their existing knowledge and understanding and or seeks out opportunities to deepen their understanding outside of the classroom
- Collaborative learner: where pupils take an active role in collaborative learning activities, sharing ideas and developing the ideas of others.

Rewarding positive behaviour

Most of the behaviour seen by pupils at Lynn Grove is positive. Rewarding positive behaviour is essential and is done at every opportunity. All positive rewards link to the Academy ethos and equate to college points which will be added to the total college point scores.

Learning rewards – all logged on Arbor		
College points	Logged behaviour	Potential reasons
1	Smart uniform	<ul style="list-style-type: none"> • Pupils turn up to the lesson with smart uniform
2	LGA learning behaviour	<ul style="list-style-type: none"> • Pupils demonstrate the LGA learning behaviours in lessons
5	Homework completion	<ul style="list-style-type: none"> • Pupils complete a piece of homework to a good standard
8	Extra Homework	<ul style="list-style-type: none"> • Pupil goes above and beyond homework expectations

Community Rewards – all logged on Arbor		
College points	Logged Behaviour	Potential reasons
5	Learning at the heart - Intervention	<ul style="list-style-type: none"> • Pupil attends an after-school intervention
8	Kindness – Random act of kindness	<ul style="list-style-type: none"> • Pupil is seen displaying an unprovoked act of kindness in the community
8	Kindness - Active bystander	<ul style="list-style-type: none"> • Pupil takes the role of an active bystander



8	Community – Club participation	<ul style="list-style-type: none">• Pupil attends an extra-curricular club for 6 weeks
8	Community - Services for the Academy	<ul style="list-style-type: none">• Pupils represents the Academy in an event
10	Head of College award	<ul style="list-style-type: none">• Award given at the discretion of the Head of College
20	Principals award	<ul style="list-style-type: none">• Award given at the discretion of the Principal

Pupils and parents will be able to view the positive college points awarded to a pupil through their Arbor account. Form tutors and College leaders will also regularly celebrate these with pupils through form time and assemblies.

College points contribute to a College league table with the winning Colleges receiving rewards such as non-uniform events on a termly basis. The College league is promoted regularly to pupils through form time and assemblies.

In addition to rewarding positive behaviours through College points pupils will also receive raffle tickets and other small stakes prizes throughout the academic year.

Successes will also be celebrated through termly celebration assemblies where academic success and endeavour are celebrated.

Leaders receive regular reports summarising the distribution of college points and monitor this for consistency.

Promoting positive behaviour in the classroom

In order to support and promote positive behaviour in the classroom we have clear and consistent routines across all lessons. Key classroom routines at Lynn Grove include: First Five, Think Pair Share, Whiteboard routines and Final Five.

All teachers will have a seating plan for all their classes. These seating plans will take into account any reasonable adjustments identified in pupils passports for pupils with SEND. Teachers will regularly review these seating plans to ensure they support positive learning behaviours.

We recognise that in some instances a pupil will need reminding and correcting when their behaviour is not meeting the expectations of the classroom. When this is the case teachers will use the Remind, Reset, Remove approach.

Remind

If a pupil's behaviour is not meeting expectations teachers will clearly and calmly remind them of our expectations. To do this they will speak to the pupil and tell them that they are **reminding** them of their responsibilities.

Reset

If the reminder does not have the appropriate impact, a teacher will need to reset the behaviour. The teacher will calmly, let the pupil know that their behaviour in the lesson is still not meeting expectations and as a result they have been given a **reset**. In some instances the teacher may chose to ask the pupil to leave their classroom briefly to allow this conversation to be completed outside of the classroom.



Remove

If further poor behaviour continues the pupil will need to be **removed**. The teacher will request on call support to collect the pupil from the lesson and take them to the Ready to Learn Room. The pupil will remain in the Ready to Learn room for the remainder of that period, unless the member of staff supervising is confident that they can return to the lesson calmly beforehand. The pupil will be provided with work to complete that will allow them to continue with the curriculum being delivered in the lesson. If a pupil is removed from a lesson they will be required to attend a restorative standards meeting with their teacher at the end of school on the same day as the lesson removal.

Consequences and responses to poor behaviour

Where a pupils behaviour does not meet expectations the following consequences will usually be applied:

Learning sanction – all logged on Arbor				
College points	Logged Behaviour	Potential reasons	Staff action & likely consequence	Escalation
0	Reminder	Talking over teacher Turning around Not following staff instruction Out of seat Lack of effort	Teacher warning	Reset
-2	Reset	Continued disruption	4 x reset in a week = FT report	Removal
-5	Removal	Persistent disruption Rudeness	Remainder of lesson in RTL room Standards meeting	Failed standard meeting = IER Removal ladder
-3	No homework	Incomplete homework	Homework support club	N/A
-3	Not being an LGA learner	Failing to complete work in lessons despite adjustments and support	Issue negative points on Arbor	N/A
-3	Late to lesson	Late to lesson after the 5 minute bell	Lunch detention	Failure to attend lunch detention- Friday SLT detention
-8	Truancy	Refuses to go to lesson and is taken to the Ready to learn room (RTL) Note: pastoral/on call staff to log truancy not classroom teacher	Truancy standards meeting after school	Failed standard meeting = IER Truancy ladder

Community sanction – all logged on Arbor				
College points	Logged Behaviour	Potential reasons	Staff action & sanction	Escalation
-5	Inappropriate behaviour in the community	Inappropriate behaviour in the community such as boisterous behaviour at lunchtime despite staff attempting the fix	Lunch detention- 10 minutes	Failure to attend lunch detention- Friday SLT detention- 30 minutes
-5	Refusal to correct uniform/gum	Refusing to correct uniform or remove chewing gum despite fix being attempted by staff member	Lunch detention- 10 minutes	Failure to attend lunch detention- Friday SLT



				detention- 30 minutes
-10	Defiance	Refuses to obey rules and deliberately challenges authority despite warning	Request on call and log as high-level behaviour referral. On call staff to consult Principal and issue suspension	N/A

When issuing a community sanction staff will have attempted the fix by requesting the pupil correct their behaviour. Community sanctions will be applied if a pupil does not correct their behaviour after a staff member has requested the pupil to fix their behaviour.

Multiple lesson removals

Lesson removal is considered a serious sanction. Pupils who have two lesson removals in one day will remain in the Ready to Learn room for the remainder of that day.

Pupils with multiple lesson removals will receive the following support and sanctions. The removal ladder will be refreshed each half term.

Number of removals	Action
1 removal	Form tutor reminder
2 removals	Form tutor phone call
3 removals	Parental meeting
4 removals	IER half day
5 removals	IER full day & parental meeting as an alternative to fixed term exclusion
6 removals	1 day in reflection at another school as an alternative to fixed term exclusion
7 or more removals	PDB suspension & re-admission

Truancy from lessons

Learning at the heart is fundamental to our ethos. If a pupil truant a lesson it is essential that the cause for this truancy is identified and addressed. If a pupil is truanting a lesson On call staff will in the first instance attempt the fix and encourage the pupil to go to the lesson. If the pupil refuses they will be taken to the Ready to Learn Room and attend a truancy standards meeting at the end of the school day.

Repeated truancy

Pupils with multiple lesson truancy will receive the following support and sanctions. The truancy ladder will be refreshed each half term.

Number of truantries	Action
1 truancy	Form tutor reminder
2 truancy	Form tutor phone call
3 truancy	Parental meeting



4 truancy	IER half day
5 truancy	IER full day & parental meeting as an alternative to fixed term exclusion
6 truancy	1 day in reflection at another school as an alternative to fixed term exclusion
7 or more incidences of truancy	PDB suspension & re-admission

Standards meetings

Standards meetings are an essential part of our behaviour management process. The meetings form an integral part of our pre-emptive strategies. Each meeting allows staff members to remind pupils of the expected standards and to re-establish the standards that the teacher would expect to see in their lesson. It also allows the member of staff the chance to identify and remove any potential barriers to learning for individual pupils. The meetings are based on the philosophy that punishment doesn't teach better behaviour, restorative conversations do. The meeting also provides the opportunity for the pupil to raise any concerns that the teacher may need to be aware of when planning future lessons.

Truancy standards meetings follow the same fundamental rationale and principals. In truancy standards meetings the teacher and pupil will identify barriers to the pupils' attendance to the lesson and strategies to overcome these. The teacher will also endeavour to outline to the pupil the learning they have missed by failing to attend and make the pupil feel welcome in the next lesson.

Standards meetings will take place every evening after school. The meetings will run between 3pm to 3.20 (2pm to 2.20 on Wednesdays). Pupils may be dismissed as soon as their standards meeting has been completed. If pupils do not attend their standards meeting, they will be placed into IER the following day.

Punctuality

Being punctual is an essential characteristic for our pupils. Not only is it a vital part of adult life but having high levels of lateness can impact the learning within our classrooms. We cannot allow this to detrimentally impact our community and as such we have very high expectations of punctuality. Pupils have 5 minutes of transition time, if they arrive after this, we treat it as Late.

Monday, Tuesday, Thursday & Friday

Period	Form	1	2	3	4	5
Movement bell	8.26			11:18		13:58
Lesson start bell	8:30	8:55	10:00	11:20	12:20	14:00
Late bell		9.00	10:05	11.25	12.25	14.05

Wednesday

Period	Form	1	2	3	4
Movement bell	8.26			11:18	12:58
Lesson start bell	8:30	8:55	10:00	11:20	13:00
Late bell		9.00	10:05	11.25	13:05



Lateness to lessons

1. Any pupil who is late to lesson will be recorded as 'L' on the register.
2. A -3 late to lesson will be logged as a behaviour log for the pupil- this will issue a lunch detention

If a pupil is brought to the lesson by on call as a fix to avoid truancy the staff member will welcome the pupil into the lesson and not issue either a late or lunch detention

Pupils with SEND / additional support

We have a legal obligation to make reasonable adjustments to support the needs of pupils with SEND. Where a pupil has SEMH needs we need to take these additional needs into account as we support them to develop positive learning behaviour.

Staff will take account of the provision outlined in the pupils' passport. Reasonable adjustments might include – short or chunked instructions, offering alternatives, a 180-degree learning pause, provision for leaving lessons early, access to a fiddle toy. This provision will be articulated in the pupil passport. Reasonable adjustments to support the behaviour of pupils with SEND must always be agreed with the SENDCO. This will be detailed in their Passport

- **Leave Early from lessons:** Pupils with anxiety related SEND may need to leave a lesson early to avoid crowded corridors.
- **SEND on-call:** Some pupils benefit from SEND on call. If a teacher feels a pupil with SEND requires additional support to regulate their behaviour or access the learning they will request for SEND on call to attend the lesson to support the pupil as appropriate.
- **180-degree learning pause** If a pupil has a 180-degree learning pause card they should be allowed 180 seconds (3 minutes) either inside or outside the classroom if they need to reset their behaviour or become over stimulated.

Uniform

If a pupil comes into school without the full uniform, he/she will have the chance to borrow the missing item from the academy but are expected to return the item at the end of the day.

During form time every morning form tutors will check pupil uniform and direct any pupils who are required to borrow an item of uniform to first aid to borrow uniform.

When pupils arrive to lessons staff should greet pupils on the door and request they correct any uniform infringements before entering the classroom. If the pupil refuses to correct their uniform the staff member should allow the pupil in to the lesson but log a -5 refusal to correct uniform on Arbor- this will issue the pupil with a lunch time detention.

Staff should apply the same approach in the corridors and school site during break, lunch and lesson changeovers. Staff will request a pupil correct their uniform and only issue a -5 if the pupil refuses the correction.

If the pupil cannot or will not adjust his/her uniform on that day (e.g., remove false fingernails/dyed hair), he/she will be educated separately in IER for the day, or until the uniform issue is fixed.

The uniform for 2024-25 is as follows

- Navy blazer with logo (only available from Harrison's School wear*).
- Navy Lynn Grove skirt straight skirt with single back vent or the new pleated Navy skirt (all pupils must wear the new pleated navy skirt by September 2025) –Girls can also wear plain navy trousers (no cords, jeans, canvas, or leggings) of an appropriate straight fit.
- Plain navy trousers (no cords, jeans, canvas, or leggings) of an appropriate straight fit.



- Belts, if worn with trousers, should be plain black. No wide, coloured, or ornate fashion belts should be worn.
- White shirt/blouse with a functioning top button that must be tucked into skirt or trousers.
- 'V' neck navy school jumper or cardigan with logo (only available from Harrisons).
- Plain, low-heeled black leather or leather type shoes (not trainers, canvas, or plimsolls) that can be polished. If boots are worn from home, pupils must change into shoes at school. Shoes should be black soled, not open-toed, or backless; no fashion ankle straps and no coloured laces. Slip-ons or mules are not acceptable for health and safety reasons.
- Plain black or flesh colour tights.
- School tie – (only available from Harrisons) and College badge provided by the school.
- Outdoor coat or zip up fleece/jacket to be worn over blazer. No hoodies allowed at school.
- Black, grey, or white ankle socks only (boys and girls).
- Only minimal, naturally coloured (skin tone) make up is allowed, including natural-looking eyelashes
- 'Natural looking' nails in neutral tones.
- Hair must be well groomed and long hair tied back during practical lessons including PE. Hair restraints should be functional and not ornamental. No hair fashion accessories such as flowers, big hair bands, etc. to be worn. Hair colour should be naturals, no mixes or clumps of colour as we do not wish to create undue financial pressures on families to meet expectations around hair colour trends.

Pupils are entitled to wear the uniform of the gender they identify as without needing to make a declaration of their gender identity.

Pupils are encouraged and supported to celebrate their religious or cultural identity through their appearance and uniform. Hair styles, head scarves, long sleeves or other religious or cultural items are supported and accepted. In the interest of health and safety facial piercings or non-stud earrings are not permitted.

Mobile Phones

At Lynn Grove Academy we recognise that pupils may require a mobile phone to support their travel to and from the academy however we also promote the importance of reducing distractions during the school day, therefore pupils are required to put away all mobile phones and headphones between 8.30 and 15.00. If a mobile phone or headphones is seen between 8.30 and 15.00 the staff member will politely ask the pupil to hand the item in. The item will then be safely stored at pupil reception where the pupil can then collect the item at 15.00, there will be no. If a pupil refuses to hand in the item they will be required to remain in the Ready to Learn room for the remainder of the day until the item is handed in.

Internal Exclusion Room/ Ready to Learn Room sanctions

IER Purpose and Process

Where a serious breach of the academy behaviour policy has occurred a pupil may receive an IER sanction. The use of IER as a sanction provides an alternative to fixed term exclusion. In most cases this sanction will be a ½ day IER but in more serious incidences this will be a full day IER.

Any pupil who has been issued with a full day in the IER must complete five full lessons (Wednesday four lessons). If a pupil has been issued a half day in the IER they must complete for an AM session 3 lessons and break time and for a PM session 2 lessons and lunch time.

At the end of the day, the IER supervisor will inform pupils whether they have passed their day in the IER.



Pupils in the IER will be provided with work that will support them to access the same curriculum as that being delivered in their lessons. At the start of a session in the IER the pupil will be asked to complete a reflection sheet to encourage them to understand why they are completing an IER sanction and how to correct their behaviour in the future.

During an IER sanction pupils may also take part in one to one or small group intervention sessions focusing on topics such as emotional regulation, aspects of the social curriculum, peer relationships or catch up curriculum such as literacy intervention.

For those pupils with an identified SEND or SEMH need reasonable adjustments may be made to support a pupil to succeed when completing their IER sanction such as a planned short movement breaks or a reduced IER timetable.

Ready To Learn room purpose

The RTL room is used as a supportive measure when;

- Pupils do not have the correct uniform and refuse to correct their uniform despite uniform being provided by the school
- Pupils have been involved in a serious incident that is under investigation
- A pupil has been removed from their lesson
- A pupil has truanted their lesson
- A pupil has been removed from more than one lesson in a day
- For supportive pastoral reasons such as a pupil is awaiting a restorative meeting with a peer who may be in the same lesson

In most instances a pupil will only remain in the Ready to Learn room for the one period that they have been removed from. When a pupil is in the Ready to Learn room due to refusal to comply with uniform expectations or mobile phone confiscation the academy will endeavour to provide the pupil with pastoral support to encourage them to correct their behaviour and achieve the 'fix', allowing them to return to lessons.

If a pupil has been removed from more than one lesson in a day they will be expected to remain in the Ready to Learn room for the remainder of that day. The purpose of this is to allow the pupil to have some reflection time and work in a calm supportive space to de-escalate their behaviour and prevent further incidences of poor behaviour occurring.

Reflection in another school

In some instances where a pupil has repeatedly breached the academy behaviour policy (such as repeated lesson removals or lesson truancy) a pupil may receive a day of reflection in another school as a sanction. The purpose of this sanction is to provide a 'ladder' of consequence whilst avoiding progression to a suspension. Where a pupil is required to complete a day of reflection in another school parents or guardians will be notified at least a day in advance. The pupil will be provided with transport to and from the other school.

Inclusion Room

The inclusion room is a supported learning space for specific pupils experiencing either a sustained period of behavioural issues in school and or attendance issues. Pupils may only work in the Inclusion room if this has been approved by the College team and the Inclusion room manager. When in the Inclusion room pupils will be supported to access a range of work which may include catch up work, work that matches their curriculum, work around mental health and wellbeing, work that will support the development of self esteem and resilience.

Social curriculum

At Lynn Grove we recognise the importance of teaching pupils about good behaviours and our expectations.

At the start of each Academic year and regularly throughout the academic year pupils are reminded of our expectations through form time activities, assemblies, ethos videos and through specific Lynn Grove routines and learning behaviour lessons.



We also deliver a Social curriculum weekly through form time which explores the rationale and reasons behind our behaviour expectations alongside discussion around topics such as peer on peer abuse, harmful sexual behaviour, racism and bullying, tolerance and mutual respect.

Where a pupil needs additional support to understand and meet our behaviour expectations they may receive additional small group or one to one sessions focusing on elements of this behaviour and social curriculum.

Peer on peer abuse

Our Social curriculum and PSHE curriculum include topics covering peer on peer abuse, bullying, discrimination and harmful sexual behaviour. Through education we endeavour to teach our pupils about these behaviours in order to prevent them however we recognise that there may be incidences of these behaviours. When these behaviours occur staff will challenge them and educate pupils on why these behaviours are unacceptable. Repeated incidences of these behaviours will be tackled through sanctions such as detention or IER combined with educational interventions either in small groups or one to one. Restorative approaches with pupils will also be utilised. Where the academy has concerns around repeated incidences of these behaviours by a pupil parents/guardians will be contacted and informed of any interventions in place for their child.

Pupil support

Where a pupil is struggling to meet the behaviour expectations of the academy a range of interventions will be implemented to support the pupil. These interventions could include the involvement of Subject teachers and Subject leaders, the Pastoral team, Attendance Team, SEND team and Safeguarding team. These interventions could include but are not limited to:

- Subject or Pastoral reports
- Punctuality or Attendance reports
- Rewards Incentives
- Behaviour Support Plans
- Inclusion Room timetables
- Attendance Support Plans
- ELSA sessions
- One to one mentoring
- Peer mentoring
- Small group interventions
- Counselling sessions

If a parent or guardian is concerned about their child's behaviour and support they are receiving they should contact their child's form tutor or College Progress leader.

Pupil Voice

The academy recognises and values the importance of pupil leadership and pupil voice when monitoring, evaluating and improving our provision across all areas. The academy routinely gathers pupil voice from our pupil leadership team and pupil focus groups. Pupil views on the academy behaviour policy and implementation will be regularly gathered, reviewed and responded to. Pupils are supported and encouraged to raise any concerns they have through their College team.